**Assignment 3.3 Lesson Plan Collaboration Scenario**

**Teacher- Charlotte Odom**

**Librarian-Andrea Brown**

Mrs. Odom, the 5th grade AVID teacher at Bright Elementary, is planning on having students read their first historical fiction novel entitled *Storyteller* by Patricia Reilly Giff. Since this novel is based on the time period of the Revolutionary war, Mrs. Odom wants to use this novel as an opportunity for students to conduct research about the time period before reading the text. This will provide students with the background knowledge needed to help students make deeper connections to the text as while they read. In addition, because Mrs. Odom teaches a class that promotes college readiness, she wants to give students more exposure to the library’s environment, a research environment. She is well aware that students will be moving on to middle school next year where the AVID program will exhibit more rigor and encompass higher college readiness skills. Therefore, Mrs. Odom has decided to seek out Ms. Brown, the campus librarian to help prepare a series of lessons that incorporate students researching aspects of the Revolutionary War with student presentations at the end of the process. Both Mrs. Odom and Ms. Brown begin their collaboration by scheduling a time to meet and filling out the campus Teacher/Librarian Collaboration Form. They agree to meet after students give their formal presentations so that the Collaboration Form Rubric at the bottom of the page can be filled out as closure to their collaboration process of this lesson. In addition, Mrs. Odom has decided to invite her principal to be a part of the audience while students teach the class in groups what they have learned. As a part of her invitation, Mrs. Odom makes the principal aware of student’s research efforts in collaboration with the librarian and highlights how she has been utilizing the library.

The overall series of lessons are arranged in this way after Mrs. Odom’s class is scheduled in the library. First, students briefly review The Big 6 Research Process and are divided into groups of 4 to research one aspect of the Revolutionary War. Next, students are given a set amount of time to fill out the “K” section of a KWL Chart using the Cornell Note Method before initial researching takes place, then students conduct a think-pair-share activity where they can discuss their background knowledge with the members of their group. If time, a whole group discussion can be conducted with just the “K” column of the chart in order to orally pre-assess student’s background knowledge. The “W” column of the KWL Chart is filled out by students individually and then shared with the members of their group in another think-pair-share opportunity. Together, students use highlighters to highlight questions they think they would be best to answer through their research. After this, students are then given a list of Online Web, Database, and Print Resources that the librarian has developed to help students find information about their topic and begin to research. Students are required to show proof of what they’ve learned during the class period by showing Ms. Brown and Mrs. Odom one piece of information they’ve written on the “L” column of their chart as an exit ticket for the first day of researching.

During the second day of researching, students adjust their research question if necessary and wrap up their findings by making sure all columns of their KWL chart are filled out. The librarian briefly reviews how to MLA citation format with groups individually while students begin working on creating a visual representation of their learning from their Research Presentation Visual Choice Board.

On the day three, students present the findings of their research formally to the class. The audience is given an evaluator slip to critique presenters on elements such as eye contact, visual presentation, content, and creativity. After formal presentations are completed, students reflect on their research and presentation experiences as well as self-assess their work by completing a self-assessment rubric and answering a series of reflective questions. Mrs. Odom uses the audience’s evaluator forms as documentation of each group’s grade. She also completes the Teacher/Librarian Collaboration Rubric at the end of the Collaborative Form for the librarian’s documentation and feedback of the resources and activities utilized in coteaching the lesson.

The principal is so impressed with the process students went through to research and present their findings formally, that he commends both the teacher and the librarian publicly at the next faculty meeting and encourages the remaining teachers to find a way to follow Mrs. Odom’s same process of utilizing the library.